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ABSTRACT

The activities of the Institute of Gerontology at The University of Michigan from 1975 through 1980 are examined. The Institute offers consultation and support services to instructional units for the development of post-baccalaureate educational programs and sponsors annual series of seminars and workshops for faculty members and professional practitioners. Certification is granted to graduate students who complete course work in four of five areas: the environmental and social aspects of aging, biological and medical aspects of aging, public policy issues and aging, cognitive and individual behavioral aspects of aging, and the arts and humanities and aging. Certification also requires a field placement or research internship. Additionally, the Institute offers specialized training programs, including current activities in advocacy, nursing home care, preretirement education, and community-based support groups. Advocacy efforts have included a nursing home community councils project, a health advocacy project, a biregional advocacy assistance center, consumer education projects, projects concerning older women, and maltreatment of the elderly. The needs of the elderly in relation to housing that is adequate, affordable, and in the location of their choice has been the focus of public policy and research. The plight of older workers, preretirement education, the needs of elderly minority group members, and the creative potential in the later years have also been topics of concern. Support services for research and teaching and the application of research to practice are addressed. (SW)

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The Institute of Gerontology at The University of Michigan

1975-1980

Our intent, in the pages that follow, is to define and interpret the activities of the Institute of Gerontology at The University of Michigan over the years 1975 through 1980. Yet it must be acknowledged at the outset that both definition and interpretation are problematic in an area evolving as rapidly and dramatically as ours. Where the term "gerontology" was quite recently familiar to only a few, for whom it had a fairly consistent meaning, it is now in common usage and being applied to a wide range of studies—studies so diverse that their knowledge bases, their vocabularies, and their research methodologies actually bear little relation to one another.

The wide-ranging gerontology program existing on this campus today is shaped both by the achievements of the past and by our goals for the future. Although this report to the Institute's friends covers principally a five-year period, it would not be complete without reference to the contributions of the program founders—who continue to serve as our mentors—and to the directions charted for the coming years.

The caliber of gerontological education and research on this campus today can be traced directly to the vision, the scholarship, and the dedication of a handful of educators a few

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decades ago. Although gerontological activities at most other universities have begun only in the past decade, the program at The University of Michigan dates back to the pioneering efforts of Clark Tibbitts in the late 1930's and 1940's. Dr. Tibbitts was responsible for many firsts in academic gerontology before he left the faculty in 1949 to organize the original Presidential Conference on Aging for President Truman. His contributions at the federal level continue today as he serves as a special assistant to United States Commissioner on Aging Robert C. Benedict.

On his departure from the campus, leadership of the University's program in gerontology was assumed by Dr. Wilma T. Donahue. When the Michigan Legislature, in recognition of the stature achieved by the program under her direction, created the Institute of Gerontology in 1965 with divisions at The University of Michigan and Wayne State University, this dynamic innovator became the charter director. Continuing as director until 1970, she then "retired" to Washington to organize an international program. Dr. Donahue currently serves as director emeritus of the Institute and as director of the International Center for Social Gerontology.

Dr. Donahue was succeeded by Professor Woodrow W. Hunter, the Institute's internationally known authority on preretirement education. Professor Hunter, although now emeritus, continues as a consultant to the Institute and several organizations in Western Europe. He served as interim director for one year and was succeeded in 1971 by Wayne Vasey. Professor Vasey, who had already achieved a distinguished career in social work education, not only advanced gerontological programming on this campus but was a founder of the Association for Gerontology in Higher Education and has continued to contribute actively to the field since his retirement from the University at the end of 1974. He currently serves as a visiting scholar in the Department of Aging Studies at the University of South Florida.

All these University of Michigan scholars, and the others who worked closely with them, are true pioneers. Each of them has broken new ground. Each of them has challenged and inspired those of us who have followed them into gerontology. The commitment to research and education on behalf of the aging that characterized their work continues to be reflected in every aspect of the Institute's program.

Moreover, the foundations they laid have made it easier in this present decade to expand and improve our gerontology program. In the early years of the program much time and effort were devoted to searching out scholars with like interests—in whatever educational institutions and fields of study they could be found—and bringing them together for mutual support as goals were pursued in which universities generally had little interest. It is noteworthy that through the leadership of Dr. Tibbitts and Dr. Donahue, and their colleagues here and elsewhere, a political and educational environment was created which permitted gerontological programs to be organized and nurtured on campuses throughout the world. In more recent years, as a result of their accomplishments, we have been able to draw more fully upon the rich and extensive educational resources of The University of Michigan.

Gerontology in 1980 is still a relatively new, exceptionally challenging, and constantly evolving area in the field of higher education. The climate for its development has become more favorable as a result of new national concern for aging-related issues and the recognition that every influence on the individual affects the aging process. Today the University must and can draw upon the knowledge, the experience, and the resources of all academic disciplines and professions in order to contribute to the development and utilization of gerontological knowledge. Moreover, new disciplinary combinations are required if the domain-spanning issues in the field of aging are to be effectively explored.

It is exactly this kind of broad multidisciplinary-interdisciplinary base for research and education that in recent years has maintained The University of Michigan in its position of eminence in gerontology. This institution has enjoyed increasing success in focusing the attention of diverse disciplines on the process of aging and the circumstances of the aged. Faculty members from every school and college on the Ann Arbor campus participate in projects sponsored by the Institute of Gerontology. The totality of gerontological activity here is difficult to quantify, however; this difficulty stems from the fact that although the Institute initiates and coordinates University programs in aging, it also encourages instructional and research units to develop such activities independently. Many of its resources are expended in quiet diplomacy

intended to assist other units to develop gerontological projects in keeping with their own scholarly priorities. This approach has served to reduce competition and to involve a broader range of professions and disciplines in the field of aging at The University of Michigan than at any other institution of higher education in the country. This is a planned, and I believe successful, *modus operandi*.

Within the University, the Institute differs from most units in that it continues to operate under a direct mandate from the Michigan Legislature: to conduct training, research, and public service programs to further the well-being of the aging population. A multidisciplinary executive board guides development of Institute programs, and monies from a line item in the state budget contribute substantially to this development. The central administration and instructional units of the University further support the program in a variety of ways, including the provision of space, supportive services, and the continuation of proven instructional programs. In addition, the Institute takes a leadership role in vigorous ongoing solicitation of federal and private funding; results of this effort enable academic units throughout the University to expand and upgrade course work and research activities in aging.

Gerontology today is a healthy, growing, University-wide program through which The University of Michigan continues to make highly significant contributions to knowledge about aging and to the lives of older Americans.

While tremendous gains have been made in the field of aging, both at this University and elsewhere, much remains to be done. A major objective for this Institute in the 1980's is to draw upon all possible resources to achieve greater excellence in research and education on behalf of the elderly. Existing programs must continue to be enriched and expanded, and new programs must be created in response to evolving needs and opportunities.

Illustrative of the measures to be taken to heighten the quality of programs are the following:

1) the intensification and improved coordination of biological research activities in the field of aging;
2) a synthesizing of the work of biomedical researchers with that of social scientists and humanists;

3) an expansion of research activities that bear on such survival areas as income maintenance, housing, and transportation;
4) an elaboration of research designed to expand our knowledge about the unique circumstances of older women and elderly members of racial minorities;
5) the strengthening and advancement of the Institute's capabilities to provide information, both computer-readable and print, to the national academic and service communities;
6) the increased utilization and continuing involvement of nationally and internationally acclaimed scholars and professional practitioners to review our programs and to assist in the generation of new projects.

As we take such measures—both interoceptive and exteroceptive—to assure that the program in gerontology is in keeping with the high academic standards of this University, we will endeavor to capitalize on the ideas, experiences, and methodologies of the best people available. Only in this way can we maintain the intellectual vitality that is essential to growth and increasing professional competence in the embryonic field of gerontology.

Harold R. Johnson

Harold R. Johnson
Director
Institute of Gerontology
at The University of Michigan

Education in Gerontology

In an evolving field, the quality and relevance of education can be assured only if an unusual degree of flexibility is attained within a soundly based program staffed by faculty of superior capabilities. These elements have been characteristic of both the graduate programs in gerontology across the campus and the continuing education opportunities offered by the Institute of Gerontology. Under the leadership of Professor Johnson, Professor Dorothy Coons, and Dr. Larry Coppard, the Institute offers consultation and support services to instructional units for the development of post-baccalaureate educational programs and sponsors a nationally-recognized annual series of seminars and workshops for faculty members and professional practitioners.

The years 1975-1980 have seen unparalleled growth in graduate education in gerontology on this campus. In 1974, entering students had a choice of eleven aging-specific courses, offered in five instructional units; in 1980, the list of graduate offerings directly related to aging totals more than sixty, and represents twenty units. Moreover, gerontological content has been incorporated into dozens of additional courses in the past five years.

The diversity of courses being taught across the campus is reflected in such titles as "Cross-Cultural Aspects of Aging," "Housing for the Elderly," "The Aging: Policy and Politics," "Gerontological Nursing," and "Recreation for the Aged." Most schools and colleges of the University now participate actively in preparing students for careers in aging-related fields. The substantial expansion of instructional programs in aging since 1975 has resulted from cooperative efforts of these academic units and the Institute of Gerontology. In the past year alone, federal grants to the Institute have supported developmental activities in the College of Architecture and Urban Planning, School of Education, School of Nursing, College of Pharmacy, School of Public Health, and School of Social Work. These activities are designed to complement gerontological instruction that is ongoing in these units as well as many others, such as the Schools of Medicine, Law, and Business Administration, and the Division of Biological Science and many other units of the College of Literature, Science, and the Arts. Most gerontological programming on the campus is supported by general funds.

The Learning Resource Center houses the nation's most extensive collection of gerontological materials.

Current curriculum development is wide-ranging. In some schools and colleges, such as Public Health, Social Work, Education, and Architecture and Urban Planning, it represents expansion of extensive age-specific instructional programs already in place. In others—including Dentistry, where a feasibility study is under way—it represents a new departure not only for this University but for professional training across the country.

Within the College of Architecture and Urban Planning, first in the nation to offer aging-specific professional education for architects, faculty continue to enhance and augment age-related course offerings. A pilot gerontology course in the College of Pharmacy, introduced in 1979, is being expanded as part of an education program designed to provide pharmacy students with professional skills to benefit the elderly, including counseling, utilization of the health care team approach to service provision, the monitoring of drug therapies,

and identification of age-related changes in pathophysiology and drug effects.

A new School of Public Health program in long-term care was developed by an interdepartmental study group and approved by the faculty late in 1979. The preparation of professionals equipped to improve health services to the elderly dates to 1969 in this School, and in recent years the Health Gerontology Program was expanded to serve all students seeking graduate professional degrees in Public Health.

A strong commitment to improving the health care of older adults also exists in the School of Nursing, where recent development of a gerontological nursing track within the Medical-Surgical and Psychiatric Nursing Programs now integrates aging-specific content into the bio-psycho-social aspects of health care. The strengthening of curriculum has proceeded rapidly in other nursing specializations as well, including Nursing Health Services Administration. In 1979 the United States Health Resources Administration granted funds for development of gerontological specialties within the doctoral program in Clinical Nursing Research.

In the School of Education, a strong emphasis on preparation for working with the aging already exists not only in Adult and Continuing Education but also in Physical Education, where gerontological curriculum development has proceeded rapidly since 1977.

The School of Social Work, where faculty members have worked closely with the Institute since its inception, has not only provided a growing number of course offerings directly related to aging but has within the past year introduced a new track in Management for Aging Services and Programs within its administration program. In 1979-1980, its first year, the management-aging sequence offered a new graduate course and a workshop on fiscal management, and planning is under way for additional development. In other professional areas, new course work introduced in the past five years and expanded opportunities for clinical experience with the elderly have enriched the preparation of both Law School and Medical School students for serving older clients.

As this record of vigorous development reveals, profound changes are taking place in the education of The University of Michigan graduate students who will be tomorrow's professionals. Whatever their areas of specialization, they will be better prepared to serve clients over the life span. Nearly all will have had course work incorporating aging-related content; many will have chosen a more intensive preparation in gerontology and will receive the Specialist in Aging certificate along with their graduate degrees.

Certification is granted by the Institute of Gerontology. To qualify, graduate students must complete course work in four of five areas: the environmental and social aspects of aging; biological and medical aspects of aging; public policy issues and aging; cognitive and individual behavioral aspects of aging; and the arts and humanities and aging.

Certification also requires a field placement or research internship approved by the Institute of Gerontology. Field placements provide students an opportunity to integrate theoretical information

The School of Nursing is among academic units now offering expanded gerontology-related training opportunities.

and practice skills as they gain practical experience in working with the elderly or in administering programs for older people. Public and private social agencies, governmental offices, and educational institutions in the Ann Arbor, Lansing, Detroit, Toledo, and Washington, D.C. areas cooperate in the placement program. A commitment to serving all ethnic groups is reflected in field placement policies which encourage students to gain firsthand experience with clients whose heritage differs from their own.

The research internship program was established in 1976 for students contemplating careers requiring research skills. A number of doctoral candidates currently participate in Institute-sponsored studies, while others are placed elsewhere on or off campus. Typical of the diverse projects with which students have assisted Institute researchers in 1978-1980 are the examination of environmental comfort levels for older persons; the analysis and revision of legislation on home health care; the study of physical and mental abuse of the elderly; the study of home remedies used by the black elderly; and the analysis of American value systems as these impact upon policies affecting the elderly. Another type of involvement beneficial both to students and to Institute endeavors is exemplified by the participation of School of Business Administration students in research and analysis of Medicaid reimbursement for nursing home care in Michigan.

Because so many facets of gerontology remain to be explored, Ph.D. candidates have the opportunity to make uniquely valuable contributions through their dissertation research. Recent doctoral students have added to the store of knowledge about such topics as widowhood, retirement, health services utilization, the self-concept of older men, creative problem solving ability in older adults, elderly prison inmates, the role of nursing aides, and ways of teaching secondary school students about aging.

The Specialist in Aging certificate has been awarded to 306 students in the past five years, and 200 are currently working toward certification. A range of opportunities in both private and public sectors awaits qualified graduates who have added a specialization in gerontology to their degree programs. Several senior administrative positions in the field of aging at both the federal level and in the State of Michigan are currently filled by graduates of this University who hold the Specialist in Aging certificate. Among graduates is the United States Commissioner on Aging, Robert Benedict (U-M

'69), who administers a budget of nearly one billion dollars on behalf of older Americans. Michigan graduates also fill many other key positions in aging across the country.

Not all students who enroll for study in aging plan full-time careers in gerontology, however. In 1979-1980 the enrollment in gerontology courses on this campus was over 1900. Instructional programs in gerontology at The University of Michigan clearly fulfill a diversity of needs, ranging from those of students who seek a better understanding of their personal aging process, and those who regard course content in aging as a useful supplement to specialization in other areas, to those intent on full-time careers in the field of aging.

The Institute's commitment to quality in instruction has been represented not only in graduate instruction but in the program of continuing education under the direction of Professor Dorothy Coons. Nowhere in the range of gerontological education and training activities is attainment of the ultimate goal—impact on the well-being of older Americans—more readily evident.

Those who work with and on behalf of the aging come to Ann Arbor from across the nation and beyond to attend seminars, and return to their jobs with up-to-date knowledge and skills that directly and quickly benefit their clients. In other cases, Institute staff go to practitioners in their work settings, conducting workshops at the invitation of institutions and organizations in many locations. Registration for continuing education events in 1979-1980 totaled 6,049, with 1,724 as participants in on-campus sessions. Forty-one states, including Hawaii, were represented, as well as four Canadian provinces, Guam, and the District of Columbia.

Content has evolved as needs in the field have changed. In 1975, as many new community agencies were starting up with untrained personnel, the Institute's winter workshops focused on community resources, crisis intervention, and milieu therapy. In 1979-1980, the thirty-four short-term training events offered on this campus provided a far broader and more sophisticated selection within five distinct "tracks": advocacy in health care, legal concerns, consumer affairs, and religion; the continuum of care, including topics related to drugs, alcohol, community services, mental health, and counseling; creative expression as a key to life enrichment for the elderly; administration of agencies and programs to serve older persons; and career preparation in gerontology.

Enrollees represent a diversity of backgrounds and interests. Experienced professionals, including nurses, physicians, attorneys, clergy, and educators, frequently seek specialized information so that they can better serve their older clients. Practitioners at all levels want to upgrade their skills and augment their firsthand experience through the research, insights, and experience of others. An increasing number of participants are mature men and women making mid-life career changes, while many others are regularly-enrolled graduate students adding an important dimension to their professional education.

Faculty members from various academic units participate in planning and presenting continuing education seminars. Through arrangements with the University Extension Service and appropriate academic units, many of the seminars are offered for credit, and it has recently become possible for students who already hold graduate degrees to meet the instructional requirements for the Specialist in Aging certificate through selected seminars. A number of courses are approved by governmental and professional boards and associations toward licensure or certificate renewal, and participants in any workshop may qualify for Continuing Education Units.

Graduate students in physical education, like those in other fields, gain first-hand experience to augment their classroom preparation for working with older persons.

In addition to the seminars and workshops conducted by the continuing education staff of the Institute, specialized training programs are also integral to many funded projects, including current activities in advocacy, nursing home care, preretirement education, and community-based support groups.

Education and Advocacy

"Gray Power"—born of a revolt against second-class citizenship and accelerated by shifting population ratios—is a growing reality. But for each newly assertive senior adult there are thousands unlikely or unable to speak out on their own behalf. Advocacy for the elderly is a professional responsibility of those in the human service fields; it is also a personal challenge for all who look toward a national climate in which the potentials of the later years can be fully achieved.

Advocacy requires competence: hard facts about current situations, tested intervention strategies, training methods and materials for those who will fill advocate roles. Many of the research and development projects undertaken by the Institute of Gerontology are generating new knowledge and improving advocacy techniques. These in turn enrich educational programs for graduate students who will be serving the aged.

Examples are found in several projects under way in 1980.

The first is focused on nursing home residents, who are typically "invisible" to the larger community. Concern over such isolation and its effects led in 1978 to inauguration of the **nursing home community councils** project. The premise of Project Director Jane Barney and her staff is that community presence in a nursing home can be more powerful than regulations, official inspections, or any other force in controlling the quality of life and care within the institution.

Limiting their scope to proprietary homes—which generally tend to have less community involvement than nonprofit facilities—project staff have gained the cooperation of six different nursing homes in southeastern Michigan in order to test contrasting models of council development. Residents of each home, their relatives and friends, community people, and in some instances nursing home staff now meet as councils with a well-defined goal: to assure that those housed within the walls of the institution are not excluded from the protections and benefits of community life. As the fledgling councils have found their roles and gained in strength, Institute staff have withdrawn gradually from direct participation; by the end of the second project year all six councils will be operating independently and gaining mutual support through a central council.

The benefits being realized by residents in the six homes are attainable wherever there are long-term care facilities, the research staff has concluded. In order to bring the concept into national focus, they hope to demonstrate it in other regions of the country, disseminate recommendations to State and Area Agencies on Aging, and conduct training sessions. Additional federal funding to make the project extension possible is pending.

Survival education is the term being applied to one aspect of the **health advocacy** project, initiated by the Institute in the summer of 1980 under direction of Professor Harold R. Johnson and Marvie Hackney, staff researcher in health and consumer affairs. The project has received a major federal grant to develop and evaluate models of health advocacy appropriate for widespread replication. The long-range goal is better health

care for older persons.

Project staff will also test the efficacy of the peer advocate concept in the health care area. To become health advocates for others in their age group, older volunteers will attend training sessions on health consumerism, advocacy techniques, and listening and empathy skills. Their eventual role will be to link others with appropriate health care services, escort them to doctors' offices and other health facilities, assist with insurance forms and financial arrangements, and help resolve any problems that arise between the individual patient and the health care system. A resource and training manual and workshops for agency staffs will facilitate nationwide benefits from the two-year project.

Expanded advocacy efforts are also the goal of the **Bi-Regional Advocacy Assistance Center** established at the Institute in 1979. The Center was preceded by four years of experience in a legal services program developed by the Institute with Professor Steven Pepe and other Law School faculty and administrators. Under the leadership of Professor Johnson and Penelope Hommel, the Advocacy Assistance Center provides a staff of attorneys, educators, and human services professionals who offer training and technical assistance in a ten-state area. Staff teams travel to sites in each of the ten states to conduct a phased trainer training program tailored to needs within the state. Topics vary in approach and sophistication, but all are intensely advocacy-oriented: mechanisms for monitoring institutions and protecting rights of the institutionalized, for example, are among them. Training and information sharing sessions are also conducted for the Advocacy Assistance staffs of the ten State Offices on Aging. Center staff work with these and other agencies and organizations to build a statewide system of advocacy on behalf of the elderly. This includes offering workshops on particular legislative and litigation issues, providing back-up aid in class action suits and other court cases, and monitoring state legislation. Model legislation is developed and disseminated, as are model briefs for litigation activities. A project advisory committee guides the Center's activities.

Informed advocacy—particularly when it seeks to influence public policy on a broad scale—depends upon the contributions of many disciplines. The Institute's recently-completed study of **American values** brought together a team of key investigators who provided the diverse perspectives of sociology, history, and philosophy. With support from the federal Administration on Aging, Professors John Tropman, W. Andrew Achenbaum, and Terrence Tice examined the evolution of social values and public opinion over the past four decades to determine whether and how it had been reflected in government policies affecting older Americans. Public opinion polls, along with the American National Election Studies conducted since 1952 by the Institute for Social Research, provided data for the study, as did social and cultural indicators culled from a variety of other sources.

As the study staff has pointed out in reports prepared for policy makers, practitioners, and the academic community, if tomorrow's advocates are to be successful in winning public support for improved governmental policies for the aged, their proposals must be in harmony with societal values. As the project findings are disseminated, it is anticipated that they will facilitate more effective advocacy on behalf of older people.

Frequently the Institute joins forces with others to make advocacy programs possible. This was the case with sequential **consumer education** projects concluded in 1979. Under the direction of Professor William Lawrence and Marvie Hackney, project staff worked first in Detroit with the UAW Retired Workers Centers and also in Alpena, Michigan with a senior center, to develop and test programs of consumer education relevant to needs in the two diverse settings. Older volunteers, many of them from minority groups, were trained to serve as consumer aides to their peers, and the results were carefully monitored. The success of this phase of the study led to subsequent training conducted in cooperation with three of the state's community colleges. Training program participants were college staff members, and in turn they provided instruction for older consumer aides. Widespread replication of the program was made possible by preparation of a resource manual and a training guide.

Research and education to strengthen advocacy on behalf of **older women** have been developed here since 1973, when the Institute of Gerontology called together researchers and other professionals from across the country for the first national conference on this topic, a landmark event. In the past five years, efforts on behalf of this largest segment of the

Contacts with older adults in their homes, in care facilities, and in community settings provide opportunities to assess needs and encourage peer advocacy.

older population have included seminars and the preparation of publications and media materials now used in educational programs and advocacy efforts across the country. A notable development has been a cross-disciplinary group of women researchers, who have met to share their perspectives and expertise in the development of research proposals aimed at producing new knowledge about older women. One such study, inaugurated on this campus in 1978 and now being continued at the University of California, is developing a framework to explain changing sex roles in the marketplace and family, reproductive behavior, and the mental health consequences of sexual inequality. Funding for the study is from the National Institute of Mental Health.

Another aspect of advocacy is policy development which has been of central concern as exemplified by the Institute's investigation into the nature and extent of **maltreatment of the elderly.** Concerned over the lack of substantiated knowledge about such abuse, and the dearth of clearcut procedures for prevention and intervention, an interdisciplinary group of University personnel began meeting informally in 1977 to discuss maltreatment. Groundwork laid in these meetings of faculty, students, and professionals led to an intensive study in 1978-1979, funded by the federal Administration on Aging and the Michigan Department of Social Services.

The research staff for that study, led by Dr. Richard Douglass and Professor Tom Hickey, interviewed more than 250 Michigan officials and professionals—police officers, physicians, nurses, clergy, social workers, mental health workers, morticians, attorneys, judges, coroners, and nursing home staff members. Nursing home intake data and police records were also analyzed. Based on the findings, the Institute has now issued recommendations relating to mandatory reporting of neglect and abuse of older persons, statewide and county monitoring systems, intervention techniques, and family support systems. Also proposed are additional remedial measures for the four types of maltreatment identified in the study: physical abuse, verbal or emotional abuse, passive neglect, and active neglect. Potential areas for future research have also been recommended, including comparison of ethnic and racial groups in order to learn more about the effect of culturally-based attitudes on abuse of the elderly.

Aging and Environment

The notion that public buildings, homes, and highways should be designed for anyone except the young and agile was almost unheard-of prior to the past decade. As the field of environment and aging has developed, research conducted at The University of Michigan has provided much of the knowledge base.

It was in the 1970's that collaborative endeavors by Professor Leon Pastalan of the Institute and the College of Architecture and Urban Planning and other University experts in architecture, ophthalmology, audiology, and other fields culminated in the development of the widely used "Empathic Model." Funding from the Rackham Graduate School made possible the development, early in the decade, of this scientific assessment tool—which includes coated lenses and special earplugs to enable persons of any age to experience the world as an older person does—while the Center for Research on Learning and Teaching supported its presentation in audiovisual format so that it could be widely shared. Since then, the Model has become integral to many research and instructional programs. Researchers across the country have used it to test their hypotheses about age-related perceptions of the environment; classroom instructors have used it to give those in their 20's a more realistic understanding of what it is like to be 80; police and firemen and many others have used it to increase their own sensitivity in working with older people.

Knowledge acquired through development and use of the Empathic Model has undergirded many subsequent U-M gerontological research studies as well. The leadership role of the Institute of Gerontology and the College of Architecture and Urban Planning was acknowledged by the federal government in June 1980, when the **National Policy Center on Housing and Living Arrangements** was established under the leadership of Dean Robert C. Metcalf and Professor Pastalan. Funded by the Administration on Aging, the Center has an ambitious goal: to help maximize opportunities of older persons in differing social and geographic regions of the nation to pursue independent, satisfactory lifestyles in housing that is adequate, affordable, and in the location of their own choice.

Energy conservation, security and safety, neighborhood conservation policies, design considerations for rural homes, and housing alternatives for the frail elderly are illustrative of issues with which the Policy Center will deal. An emphasis on housing policy directly affecting the minority elderly will include links with neighborhood groups in Detroit and elsewhere, and a network of colleges and universities in which minority professionals are being prepared.

The Policy Center will have three programmatic areas. Instructional activities will be directed toward educating new professionals and supplementing the training of experienced professionals. Development of teaching materials, a student exchange program, internships, workshops, and evaluation of instructional methodologies and content will be on the agenda. Center staff will also give technical assistance to community associations and their members, develop a service model, and disseminate information through a quarterly newsletter. Eventual goals include training institutes for public officials as well as national distribution of print and audiovisual materials on highly practical topics: how to improve the security of a neighborhood; how to adapt an existing building for the comfort and convenience of the elderly; how to do-it-yourself in the area of energy saving.

Heightened awareness on the part of professionals and others as a result of Policy Center activities may lead to more informed public policy related to housing, the Center administrators hope. Toward this end, the Center will examine existing legislation and regulations, establish communications with federal, state, and local-level policy makers, identify rural housing options, and investigate such pervasive problems as the disinvestment faced by older residents of inner-city neighborhoods.

As staff lays the groundwork for the diverse activities of the new Housing Center, work is also

under way on three environmental projects. Like the Center, these studies draw upon U-M expertise in environment and aging. The three research topics, however, are distinctly different. One study deals with retirement communities in which active older persons have chosen to live out their lives; another with preparing frail patients for a non-traumatic transfer from one care setting to another. And the third study is aimed at determining how public housing funds might be used most appropriately and effectively.

Sunbelt cities for affluent retirees, lavishly advertised in recent years, are only one focus for the **retirement communities** study. Under the direction of Professor Allan Feldt, researchers are looking at planned concentrations of older people, and at change as residents and communities continue to age. Like most Institute of Gerontology research in environment and aging, this is an inter-unit effort, with direct involvement of the College of Architecture and Urban Planning and the Survey Research Center of the Institute for Social Research.

The patient transfer study represents a new twist in an established area of Institute concern: the traumatic effect of moving a frail older person to an unfamiliar environment, even when the new setting is by all standards an improvement over the old one. Early in the past decade Institute of Gerontology researchers discovered the high risks involved in moves between institutions, and began testing ways to cushion the trauma. Reduction of patient anxiety and confusion through orientation visits to the new site was a primary aspect of the preparation program they developed. Its effectiveness has been demonstrated throughout the Commonwealth of Pennsylvania over the past six years. At the request of state officials, who were faced with transferring thousands of residents out of substandard nursing facilities, the Institute, under the leadership of Professor Pastalan, planned and supervised the relocation into more than one hundred nursing homes. Thanks to the application of U-M research findings, the huge relocation endeavor was extremely successful in protecting the lives of the

transferees. A large number of states have developed preparation programs based on the Pennsylvania model and the research findings have also proved applicable in such diverse settings as the Navajo Nation and a facility for lepers in Hawaii. Thirteen separate bills have been introduced into the U.S. Congress as a result of the work in relocation, which is also reflected in changes in Medicaid regulations now under consideration by the federal Health Care Financing Administration.

Although the relocation preparation program has proved successful in many situations, circumstances can limit its feasibility. Researchers have therefore continued to look for additional methods, and are now testing one that has particular promise. When elderly residents cannot visit a new building for orientation purposes prior to their move, the so-called **simulated site visit** brings the building to them—via a sequence of audiovisual presentations. To provide a mental map of the new surroundings and create a reassuring sense of familiarity, thereby forestalling confusion, the simulation incorporates a three-dimensional scale model of the new building and sequential photographic slides that take the observer on a "walking tour" through corridors and rooms.

The current study, directed by Michael Hunt, involves not only the development and demonstration of the simulation techniques, but careful monitoring and evaluation in three relocation situations in Pennsylvania and Kansas. Outcomes from a program of actual site visits and from the simulation experience are being studied in comparison with experience in a control facility where no organized preparation is offered.

Like the simulated site visit study, a current inter-university study related to **public housing** is a direct spin-off from an earlier Institute project. In 1975 and 1976, federally-funded U-M research teams went into inner-city Detroit to find out what motivated elderly residents to apply for public housing. After contacts with 300 such persons, and nearly 150 detailed housing assessments, the research staff concluded that most applicants were satisfied with their present private homes. They had been pushed to apply for public housing by financial problems; for some the only alternative was starvation, since rent and utilities were consuming up to 80 percent of their limited incomes. One recommendation that came out of the study was that government resources might be better spent in ways other than simply building more housing projects. An indication of the potential impact of this sort of research is that a news report, prepared by the University's Information Services, caught the eye of congressional leaders and the findings subsequently figured in Senate initiatives to assist the needy with rising fuel costs.

This year the older Detroiters interviewed five years ago are being revisited as part of a larger study headquartered at MIT, with Michigan and several other universities participating in a research consortium. More broadly based, the updated study is expected to provide longitudinal data to shape definitive recommendations for public housing policy.

After "visiting" the new location via audiovisual devices developed at this University, a frail nursing home resident may find a move less threatening.

Through the new National Policy Center on Housing, U-M scholars from several disciplines are working toward more desirable housing options for the elderly.

Knowledge acquired in another kind of environmental study is also filtering into the national consciousness, with potential for significant impact on the design of public buildings and private homes. An Andrus Foundation grant enabled researchers to study **optimum comfort levels** for older persons participating in activities of daily living. The test facility was a special environmental "envelope" available in the Architectural Research Laboratory, which made possible the provision of home-like conditions where activities of daily living could be carried out under controlled conditions. After testing subjects aged 65 to 89 and comparing their preferences in temperature, humidity, light, and acoustics to those of younger persons, the study staff drew up recommendations for national standards in these areas.

The environment within the walls of a home, a care facility, or a public building is an important consideration, but environmental researchers think in larger terms as well. Out of doors, such factors as the readability of highway signs, the accessibility of buses, the intensity of oncoming headlights, and the structural characteristics of walkways and roads facilitate or limit mobility. A three-year Institute study of **street and highway environments** yielded a long list of needed improvements. High on that list are the color combinations of certain official highway signs. Researchers found that increased opacity of the lens, a normal part of aging, can make it impossible to decipher lettering that lacks adequate contrast.

In addition to recommendations for the redesign of highway environments, the study led directly to development of a **refresher course for older drivers.** The Institute developed, tested, and is now disseminating a training package to help older persons maintain their driving skills despite decreased sensitivity of the visual, auditory, and tactile organs, and normal slowing of reaction time. A related project also developed a "pathfinder" plan to help older drivers select safe routes to routinely-visited destinations.

Work and Retirement

The current convergence of a number of factors—including the state of the economy, eroded pensions, and recent age discrimination legislation—has focused public attention on crucial issues related to the older worker. These issues are no new concern, however, at The University of Michigan, where from 1964 to 1979 the pioneering research and teaching of Professor Woodrow W. Hunter, now emeritus, sparked the nationwide growth of preretirement education. In recent years the scope of related activities has broadened, and current studies deal with such additional topics as job satisfaction and unemployment among older persons.

Because the economic problems that have emerged nationally are magnified in this highly industrialized state, much of the present effort is concentrated on the older worker in Michigan. Currently the Institute is playing a leading role in mobilizing Michigan business, industry, labor, and government to design innovative alternatives for older members of the work force. Simultaneously, it is convening a University-wide Committee on the Older Worker to identify critical issues and campus resources, compile needed information, and work toward clarification of policies and programs. Prominent state leaders are serving as a steering committee for this dual development. Plans are also under way for an invitational conference aimed at producing recommendations for education and training along with policy guidelines for business, industry, government, and labor. These activities are being supported in part by the Michigan Department of Education.

In another new endeavor, conducted in cooperation with the Department of Economics and funded by the Social Security Administration, a model of the job search behavior of **unemployed older men** is being tested. Using data from the Longitudinal Retirement History Survey, the study is examining the effects of non-employment income on decisions made during periods of unemployment. Looking at a totally different aspect of the world of work, and at a specific profession, preliminary work

has begun on a study with the School of Education which deals with a familiar but little-studied phenomenon: **mid-career malaise** among teachers. In particular, Malcolm Lowther and his research associates hope to learn why some teachers' careers are productive and satisfying, while their colleagues experience long periods that are unproductive and unimaginative.

As employment-related research studies reveal new facets of the older worker's situation, the Institute continues to share the benefits of its longtime emphasis on preretirement education through consultation, training programs, and educational materials. Staff members work with institutions of higher education, business, industry, and labor in this country and abroad in the development of new programs and the training of leaders.

From 1976 to 1978, under the leadership of Professor Hunter, the Institute conducted comprehensive **training for preretirement education leaders** in the six states comprising HEW Region V. Courses in twelve cities were attended by 320 prospective leaders selected to represent a wide geographic distribution within the states, and follow-up evaluation has indicated that the training program has substantially extended the availability of preretirement education for workers in the participating states.

Age discrimination in employment is a prime concern of the Bi-Regional Advocacy Assistance Center staff as they conduct workshops and provide technical services in a ten-state area. Institute staff also have long been involved in efforts on behalf of the University's own work force. Preretirement programs designed by the Institute for both academic and non-academic staff continue to be conducted by Staff Benefits, and Institute staff members are currently cooperating with the Affirmative Action Office and representatives of other units to advocate policies to assure equal opportunity over the life span for both employees and students on this campus.

Aging and Minorities

Both in the broad spectrum of gerontological development at The University of Michigan and in specific projects, particular emphasis is given to the minority elderly. The triple jeopardy known by those who face old age along with poverty and racial discrimination calls for development of responsive public policies and strong intervention techniques. At the same time there is clearly much to be learned from the ability of many victimized persons to triumph over their circumstances. For this reason, researchers in the Institute of Gerontology have been concerned not only with the problems and needs of black, Spanish-speaking, Asian-American, and native American elderly, but with their strengths and achievements.

Over the past five years the minority program has been notably strengthened through research, new training programs, published materials, and the recruitment and education of minority students. Under the leadership of Professor Johnson, who has been active on behalf of minorities in the United States and Canada throughout his professional career, the Institute has cooperated with other units of the University in a variety of endeavors. These have ranged from the mapping of the black elderly population in Michigan by U-M geographers, to an Institute for Social Research study of life satisfaction of older and middle-aged blacks. The latter study, which has provided valuable guidance for curriculum development, is being followed by another in which Dr. Rose C. Gibson is studying two aspects of **aging and aged black women's lives** that impact on well-being in old age. The two phenomena under investigation are the utilization of formal and informal counseling resources and changes in sense of personal control due to critical life events such as educational choices, family changes, and retirement. It is anticipated that secondary analysis of data from major national studies will enable the Institute to recommend more informed directions for policy makers and service providers, and generate hypotheses for subsequent research. Data from another recent study, pertaining to the black elderly in the city of Detroit,

In visits to the homes of older black Americans, Institute researchers learned about the uses of home remedies.

is being used to identify key factors regarding the utilization of services.

The Institute is also assisting with a current research project that will provide the first national **probability sample of the black elderly,** along with a three generational intra-family sample of black respondents. The study is being conducted by Professor James S. Jackson and his colleagues at the Institute for Social Research in conjunction with a major national study of the black adult population. This project will investigate health and retirement issues in the black elderly population, as well as utilization of mental health services, family and social supports, and social and personal identity. Of particular interest to the researchers is the role of the family and generational change in employment patterns, values, sex and family roles, and coping strategies. The study is expected to provide extremely significant information on the black elderly, and useful tools for further research.

A recent Institute of Gerontology study has examined the use of **folk remedies** by older black persons living in Michigan, and the role of the elderly in transmitting information about these remedies. A compendium of such remedies for distribution to physicians and pharmacists is expected to contribute to a more effective delivery of health care services to the black elderly. The project, it is believed, can also serve as a model for similar exploration related to other ethnic groups.

Although minority research to date has related principally to the black aged, Institute staff members have drawn upon their experience with minority groups to provide technical assistance and consultation to native American tribal organizations in Michigan and Arizona, and to work cooperatively with agencies serving Hispanic neighborhoods. Materials prepared by the Institute's consumer education staff on such topics as hearing aids, drugs, government benefits, and fraud have been translated into Spanish for distribution to the Hispanic elderly. Models developed by the Institute from 1975 to 1977 for **post-retirement education** for Hispanic and black persons, and piloted in Detroit and Highland Park, have served as patterns for community college curriculum planning.

With the conviction that a racially diverse cadre of professionals must be prepared in order to meet the wide range of needs and characteristics found among the elderly, the Institute has worked with academic units to attract minority students and faculty to aging-related training programs in gerontology. Typically, some ten percent of graduate students in gerontology in any given term are black or Hispanic. A cooperative program with the National Center on Black Aged has brought faculty scholars from other universities and colleges to The University of Michigan campus for short-term gerontological study. In 1979 and 1980 twenty black, Hispanic, and Asian-American researchers from across the country were selected for training programs here in quantitative research methods. Initially funded by the Administration on Aging and more recently sponsored jointly by the Administration on Aging and the National Institute on Aging, the training programs were offered in connection with the summer training program of the Inter-university Consortium for Political and Social Research.

Along with the preparation of minority students able to effectively serve the aged of their own races, the Institute conducts its Certificate Program on the principle that all those preparing to serve the aging should be equipped with a knowledge of minority aging and a sensitivity to the concerns and needs of persons whose cultural backgrounds differ from their own. Graduate students in gerontology therefore acquire knowledge of diverse cultures both first-hand and in the classroom. Field placements, often in Detroit and Toledo where there are many ethnic neighborhoods, provide valuable experience. Students are encouraged to enroll for course work dealing with racial issues in a number of academic units, including "Cross-Cultural Aspects of Aging: Impact on Service Delivery" in

the School of Social Work. The Institute participated with that School in developing and piloting the course in 1978, building on an already extensive curriculum emphasis on minorities.

A number of students have gone on to contribute new knowledge of the minority elderly through their dissertation research. Doctoral and postdoctoral research has examined the situation of older minority persons in relation to employment mobility and social-psychological adjustment; the response of the American political economy to housing needs; concerns in regard to health, retirement, and housing; job status; and how the values of various ethnic cultures affect the experience of old age for single women.

In-service training for practitioners, as well as graduate education, has had a minority focus. The needs and concerns of minorities are regularly considered in workshops and seminars, including those on urban planning, senior center administration, and legal issues. In 1977 fourteen states were represented at an Institute workshop on cultural aspects of aging, with participants including clergy, agency administrators, medical center personnel, social workers, teachers, and recreation specialists. For both graduate students and seminar participants interested in the minority aged, many resources are provided on this campus. Of particular note is the nation's foremost collection of material on minority aging, which is a part of the Learning Resource Center of the Institute.

Aging and the Humanities

Among areas in which the Institute of Gerontology has been a pacesetter for nationwide growth is the application of insights from the humanities and fine arts to the field of aging. A commitment to cross-disciplinary endeavors has led to a series of projects under the leadership of Professor Dorothy Coons during the past four years, as well as to considerable curriculum development and to the inclusion of the humanities and arts as a new content area in the Specialist in Aging certificate program.

A chain of innovative program events has served to crystallize interest in the linkage of gerontology with the humanities and arts. The first was "Aging and the Art of Living Week," celebrated at The University of Michigan in 1977. A second, far removed from the campus but presented under Institute auspices, was a program for the Gerontological Society at its 1978 meeting in Dallas, Texas. The third and current program is the 1980 series of lectures and performances spotlighting creativity in later life, presented by the Institute of Gerontology and funded by the Colonial Penn Insurance Group.

The **Aging and Art of Living Week** was designed to celebrate the creative potential of the later years. Events, all attended by participants from many states, included a national conference, a scholarly symposium on sensory biology, and a festival series featuring older artists and performers in drama, music, film, and exhibits. The National Endowment for the Humanities, the Michigan Council for the Arts, and the Michigan Council for the Humanities contributed support.

The program on **gerontology and the arts** presented by the Institute for the Gerontological Society was the first major session on this theme in the 33-year history of the Society's professional meetings. Supported by the National Endowment for the Arts and presented in cooperation with the Human Values and Aging Project headquartered at Case Western Reserve University, it attracted standing-room-only attendance throughout a five-hour presentation. Research in aging and the arts and descriptions of successful programs were shared to foster greater communication between artists and gerontologists and to give program developers new directions for work with older people.

The 1980 series on **creativity and aging** includes lectures by noted authorities offering the perspectives of literature, performance, and folk art, with appearances also by older musicians.

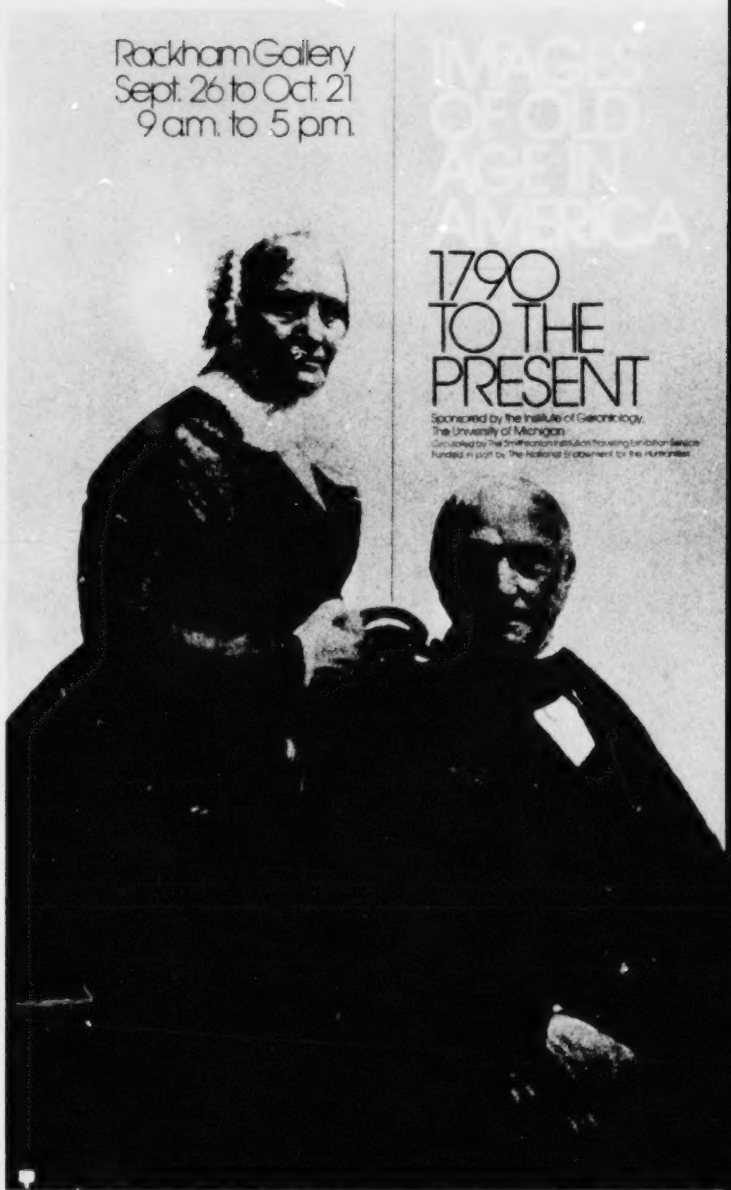
Also using the humanities and arts as a medium for conveying an understanding of aging issues to an even wider segment of the American public, the Institute in 1977 prepared a traveling exhibit that continues to be circulated by the Smithsonian Institution. With the theme "Images of Old Age," the exhibit details the shifts in societal views of aging from 1790 to the present. Excerpts from historical documents and a pictorial collection ranging from daguerreotypes to contemporary news photos, assembled by archivist Peggy Ann Kusnerz, illustrate a text prepared by Dr. Andrew Achenbaum, an American historian and former visiting scholar at the Institute.

Since 1977, the Images exhibit has been booked for appearances in many states under the sponsorship of museums, art galleries, gerontology centers, colleges and universities, business

institutions, and libraries. Its popularity prompted the Smithsonian to recommend in 1978 that a second exhibit be prepared, and the National Endowment for the Humanities again provided funding. In 1979, the catalog of the exhibit, designed by The University of Michigan Publications Office, received the Outstanding Achievement Award from the Council for the Advancement and Support of Education.

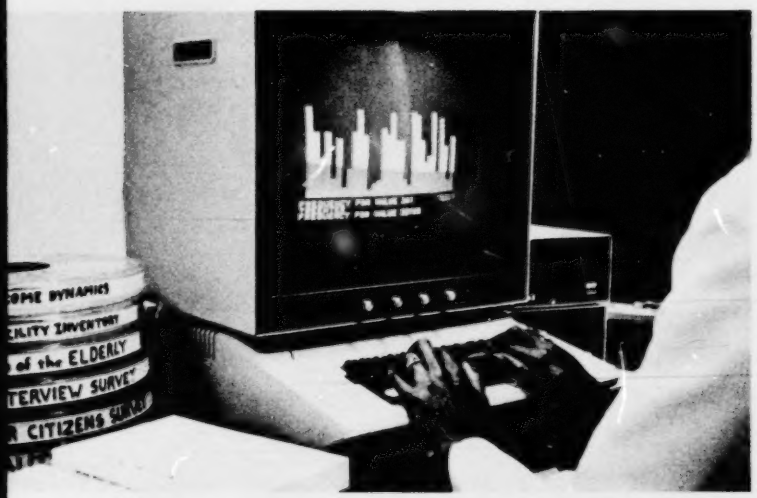
The success of the Images exhibit was a factor in the NEH decision to provide additional monies to the Institute for preliminary planning during 1979 and 1980 for two additional traveling exhibits, both featuring elderly American folk artists and their works. Representatives of the Museum of American Folk Art in New York City and the Folklife Center of the Library of Congress are participating in the planning of this project.

Several University of Michigan faculty members have made significant contributions to scholarship through studies combining their knowledge of the humanities and arts with their interest in the field of aging. Notable in this group have been Professors Maris Vinovskis of the Department of History, Marvin Eisenberg and Rudolf Arnheim of the History of Art Department, James Standifer of the School of Music, Wendel Heers of the School of Art, and the late Professor Marvin Felheim of the Program in American Culture. In several instances, the Institute of Gerontology has provided support for research activities. In all cases, the work of these scholars has enhanced the gerontology program through graduate course work, seminars, or public programs under Institute auspices. Dr. Standifer's historical study of American jazz artists, which has included extensive tape-recorded interviews with elderly black musicians across the country, is the basis for one program in this year's "Creativity and Aging" series.



The Institute's pictorial review of American attitudes toward the aged continues to tour the country under auspices of the Smithsonian Institution.

Support Services for Research and Teaching



Advancement of broad-ranging research and education in gerontology is the fundamental purpose that guides supportive services to academic programs on this and other campuses. These services provided by the Institute of Gerontology take many forms:

- an aggressive development program to obtain funding for curriculum development and research;
- the most comprehensive library of aging-related materials in the nation;
- a national archive of computerized data on aging;
- publications and media materials to enhance instruction and disseminate research findings;
- conferences, symposia, and other events at which scholars can share viewpoints and develop collegial endeavors;
- consultation, technical assistance, and a readiness at all times to enter into collaborative undertakings in instruction or research.

Initiating new programs and obtaining necessary financial support are keys to the growth of gerontological activity on this campus. Institute program developers Carol Hollenshead and Beth Spencer work with faculty from a variety of disciplines to plan and develop research, demonstration and education projects. In some cases development staff have fostered interdisciplinary discussion groups, such as those on older women and older workers, which have resulted in research proposals or projects. In other instances faculty and staff have sought help in designing particular projects or in developing links with the service community. Since 1976 program development staff have helped obtain several millions of dollars in grant and contract funds from federal, state and private sources for faculty and staff associated with the Institute.

The Learning Resource Center, with its extensive collection of gerontological information, is another example of the Institute's service orientation. Librarian Willie Edwards and her staff respond daily to reference and information requests from within and outside the University community, and provide reference services on a regular basis to scholars and practitioners across the nation. Their clientele includes faculty, staff and students in many University units, other libraries, service agencies and organizations, government at all levels, long-term care facilities, hospitals, retirement homes, as well as individuals seeking information about aging. With a collection of more than 8000 catalogued volumes, some 135 periodicals in hard copy and on microfilm, newsletters from 325 agencies and organizations, and a file of more than 3000 unpublished papers, the gerontology library is well equipped to respond to these wide-ranging informational needs. Access is facilitated by the close relationship between the Learning Resource Center and The University of Michigan General Library, and by the fact that all its books are entered in the data bases of two national networks enabling more than 1500 member libraries to access the LRC collection.

Of growing importance to scholars is the archival collection within the gerontology library. Begun in 1970 with donation of the papers of Dr. Wilma T.

Donahue, first director of the Institute, it has grown to a major collection representing the careers of many other leaders in both academic gerontology and public service. Personal papers, photographs, audio and video tapes, and movies are included along with many types of historic documents. Present and former Michigan faculty among the nationally-recognized innovators represented in the archive include Professors Philip Booth, Wilbur J. Cohen, Dorothy Coons, Woodrow W. Hunter, Clark Tibbitts, and the late Professor Klaus Riegel.

Also increasingly utilized by faculty here and in universities across the country is the National Archive of Computerized Data on Aging, established in 1977 to facilitate the sharing and analysis of data on aging and the aged. NACDA has been developed collaboratively by the Institute of Gerontology and the Inter-university Consortium for Political and Social Research in the Center for Political Studies of the Institute for Social Research, with Professors Johnson and Jerome M. Clubb as co-directors. An advisory panel of distinguished scholars and professional practitioners augments linkages with other organizations and guides development.

Services targeted to the needs of academic researchers are coordinated by Dr. Michael Traugott, while Susan Haberkorn has primary responsibility in enabling public and voluntary agencies to make optimal use of data in planning and providing services to the aging. Computer-readable data collections from research projects in other universities and from government studies have been added to data bases developed on this campus. As the costs of social research skyrocket, the ready availability of such datasets serves a significant purpose in reducing duplication while facilitating the research activities of scholars.

Comprehensive summer training seminars for academic researchers and workshops for professional practitioners have aided participants from all parts of the United States as well as Canada, Australia and Western Europe to better utilize the NACDA resources. In 1979 a supplementary grant permitted the development of a special program to train minority researchers from other colleges and universities. This program was continued in 1980. Federal funding supported initial development of the archive, and grants in 1980 from the Administration on Aging and the National Institute on Aging will support a three-year period of expansion in archival holdings, training programs, and consultation services.

As existing information from many sources is made available through the Learning Resource Center and the Data Archive, new educational material is regularly prepared by the Institute to support instruction on this and other campuses. The functional nature of research in aging mandates that its outcomes be shared not only through traditional means such as scholarly journals and textbooks, but also through print and media materials intended for a range of audiences. In 1979 and 1980 the Institute's print and audiovisual materials were singled out for awards from the National Council on Family Relations, the Council for Advancement and Support of Education, and the Association of College and Research Libraries of the American Library Association. More than 32,000 copies of publications, audiovisual productions, and training packages produced by the Institute under the leadership of Eloise Snyder and Penelope Sahara have been distributed in the past three years through the publications-media center.

In much the same way that the focus of social gerontology was shaped in the 1940's at landmark conferences on this campus, today's multidisciplinary involvement in aging receives impetus and direction from scholarly discussions under the auspices of the Institute of Gerontology. In the past five years these discussions have ranged from informal "brown bag" conversations attended by researchers from various University departments to conferences attracting experts from many states and abroad. Two symposia on the biology of aging, held in 1975 and 1977, typify these events in that they brought together scholars who had been independently engaged in new areas of research, and who met on this campus to share their findings and discuss the future of their field. Participation in Institute programs is not limited to academics. A 1975 conference on the economics of aging brought government policy makers to interact with scholars in political science, gerontology, economics, and other fields, and a 1977 conference on lifelong learning and humanistic perspectives on aging attracted not only professionals in education and the arts but also many retirees.

In keeping with the tradition of bringing the most knowledgeable people in the field together on this campus was a 1979 invitational colloquium to consider the future of higher education and aging. In two days of intensive discussion, forty scholars

representing leading institutions across the country met to chart future courses for universities in education, research, service, and training related to aging.

Institute faculty and staff have also been actively involved in events sponsored by other University units, including the annual Leon and Josephine Winkelman Lecture Series on Gerontology, presented by the School of Social Work beginning in 1978.

A further aspect of Institute assistance to University units for aging-related activities is the loan of expert personnel for particular endeavors of academic and research units. In recent years Institute staff have had roles in programs conducted by such units as the Institute for the Study of Mental Retardation and Related Disabilities, the Pilot Geriatric Arthritis Program of the Medical Center, the Department of Neurology of the Medical School, Michigan Transportation Research Program, Institute for Social Research, and Highway Safety Research Institute.

An emphasis on cooperative work has characterized gerontology here since its beginnings in the 1940's. This emphasis is reflected not only in the multidisciplinary nature of gerontology on this campus, but in growth of inter-university endeavors. As hundreds of other institutions have followed The University of Michigan into the field of aging, the Institute has served as a national leader and important resource. Institute Directors Wayne Vasey (1971-1974) and Harold Johnson (1975-), have been instrumental in development of the Association for Gerontology in Higher Education. Professor Johnson recently co-chaired a national project to establish foundations for educational programs in gerontology. In the current rapid growth of the field, the Institute of Gerontology has encouraged a community of effort to advance sound scholarship, and has provided assistance in many forms to make this possible.

Like the emphasis on linkage with American universities, an international focus in Institute activities dates back to the pioneering period of four decades ago. Cross-national research and the exchange of knowledge being generated in the newly-emerging field began then under the leadership of Dr. Donahue. In the past five years, there have been cooperative activities with universities and other institutions in England, Ireland, Belgium, Denmark, France, Japan, Australia, and Canada. Experts from these and other nations have visited the campus to lecture, confer with Michigan faculty, participate in seminars, and obtain help in developing new programs.

EDUCATIONAL MATERIALS IN GERONTOLOGY, 1975–1980

This listing includes materials produced by the Institute of Gerontology and selected titles from cooperative endeavors with other University of Michigan units. Not included are project reports and papers by individual staff members.

Audiovisual Productions and Multimedia Packages

*******Age-Related Sensory Losses*
*****Age-Related Vision and Hearing Changes—An Empathic Approach*
*****Challenging Listening Situations for Older People*
*****Easier Living*
The Elderly Passenger Training Module
How to Design a Non-Person
More Ways Than a Will
A New Tune for the Hickory Stick
*****Nursing Home Advocacy: Issues*
*****Older Driver Refresher Course*
*****The Older Woman: Issues*
Over the Hill and Back to School
*****Sheltered Employment for the Elderly*
*****The Staff Meeting*
*****Task Breakdown: A Teaching/Learning Technique*
*******Transitions: Caught at Mid-Life*

Publications

*****Academic Gerontology: Dilemmas of the 1980's*
Aging-Related Research at The University of Michigan, Ann Arbor Campus
*****The Black Elderly—A Guide for Practitioners*
*****Bulletin of the National Archive of Computerized Data on Aging*
*****Catawba Hospital Handbook for Facilitators*
A Collection of Cartoons—A Way of Examining Practices in a Treatment Setting
The Consumer Aide Training Guide
*****Drinking and Problem Drinking Among the Elderly*
*****The Economics of Aging: Toward 2001*
*****Education for Retirement: A Bibliography*
*****Effective Social Services for Older Americans*
*****Gerontology: A Core List of Significant Works*
*****How to Choose a Nursing Home (Revised Edition)*
*****Humanistic Perspectives on Aging*
*****Images of Old Age in America: 1790 to the Present*
Legal Problems of the Aging: Course Handbook
*****Media Resources for Gerontology*
Michigan Aging Citizens: Characteristics, Opinions & Service Utilization Patterns
*****No Longer Young: The Older Woman in America*
No Longer Young: Work Group Reports
The Older Consumer's Resource Manual
*****Past Sixty: The Older Woman in Print and Film*
*****Preparation for Retirement (Revised Edition)*
*****Preretirement Education Leader's Manual*
*****Protecting the Vulnerable Adult*
*****Special Senses in Aging: A Current Biological Assessment*
Staff Development in Geriatric Institutions
*****To Live With Dignity*
Values and Decision-Making for the Elderly
*****Views of Aging—A Teacher's Guide*
*****The Well-Being Report*
*****Writing About the Elderly*
Your Rights as a Nursing Home Resident

Other

*****Brookside Manor—Educational Exercise*
Elderly Population in Michigan—Set of Maps
The End of the Line—Simulation
Images of Old Age in America: 1790 to the Present—Traveling Exhibit
*****Retirement Options—Educational Exercise*
*******Senior Sounds—Weekly Radio Broadcast*
*****Taking a Chance on the Later Years—Simulation*

*****Currently distributed through the Institute's nonprofit publications program.*
******Available through Michigan Media, The University of Michigan.*
*******Available through WUOM Radio, The University of Michigan.*

The Application of Research to Practice

The Institute of Gerontology at The University of Michigan has placed a high priority on applied research to seek solutions to the myriad problems encumbering older Americans. Linkages with countless agencies and institutions assure that this research is responsive to needs and that findings are applied promptly in the lives of the elderly. This systematic bridging of the gap between academic research and public service is in keeping with the Institute's legislative mandate as well as its deep commitment to the well-being of older Americans.

The public services provided by the Institute take many forms: consultation and technical assistance; staff training and educational materials tailored to particular agency needs; conferences, workshops, and seminars; cooperative program development; evaluation; and a variety of other types of assistance. Institute faculty and staff members regularly work closely with Michigan and federal agencies, and provide services on a contractual basis to other states and their institutions.

To establish patterns for ongoing cooperative activities and information exchange, the Institute in 1978 organized task forces of University faculty and service providers. Over a two-year period, the task forces identified research and program needs and made policy recommendations.

An important channel for dissemination of new knowledge has been the federal-state-area network of agencies established by the Older Americans Act. Since developing the training materials used nationwide to prepare state and area planners for their newly-created role, and conducting training programs on this campus, the Institute has maintained direct contacts with the network at all levels.

To meet particular needs as these arise in the evolving operation of the network, the Institute frequently conducts training programs for administrators, staff members, and volunteers of both government agencies and related organizations. Such training is provided at the University and at sites throughout Michigan and other states. Institute staff also provide consultation

on developmental activities, and serve on the executive and advisory boards of network agencies and many other public and private nonprofit organizations serving the elderly.

A current project in which University expertise will provide broad-ranging benefits for the service field involves the **utilization of data from the 1980 National Census.** Conducted for the federal Administration on Aging, the project will provide information and tools to help planners throughout the country in using age-related statistics to pinpoint service needs and plan for optimum use of resources. Under the leadership of Susan Haberkorn of the Institute and Dr. Michael Traugott of the Inter-university Consortium for Political and Social Research, staff are now developing data dissemination procedures and print materials.

While the number of agencies targeting services solely to the aging has increased markedly, of greater importance has been the acknowledgement and increased efforts of established agencies to meet the distinct needs of older persons within their clientele.

As these agencies—alerted, in many cases, by University research—move to respond to newly identified needs, program development is aided by

the Institute of Gerontology. At the state level, examples are found in such dissimilar agencies as the Michigan Department of Public Health, the Southeastern Michigan Transportation Authority, and Child and Family Service of Michigan. In each case, the long-range goal is the well-being of the elderly, but Institute expertise is applied in distinct ways in each project. As an example, the federal Rehabilitation Services Administration selected the Institute to conduct a training workshop in September 1979 for rehabilitation personnel from the fifty states.

The national training program in **vocational rehabilitation for the aged disabled** prepared personnel from state rehabilitation offices to conduct similar training programs for local staffs, in order to produce a cadre of specialists who would have significant impact on employment opportunities and independent living for older disabled persons. Along with extensive information about the aging process, participants learned creative approaches for identifying and adapting jobs for both homebound and mobile older persons, and skills in advocacy in order to overcome negative attitudes on the part of employers and others. Audiovisual materials prepared to acquaint participants with successful work programs have since been made available for use by other agencies and organizations.

A long history of cooperative work with governmental agencies of the State of Michigan has included frequent endeavors with the Department of Social Services and the Office of Services to the Aging and a current major project with the Department of Public Health. The Institute has provided policy statements, research reports, and consultation services to such additional organizations as the Office of Highway Safety, the Office of the Secretary of State, the Office of Substance Abuse, the Departments of Corrections, Mental Health, Labor and Education, and the Michigan State Housing Development Authority.

Currently the **nursing home staff development** project, conducted for the Department of Public Health under the direction of Jane L. Barney of the Institute, is contributing to the solution of a difficult dual problem: the quality of care and the quality of life available to those confined to care facilities. It is widely recognized that many of the problematic aspects of long-term care stem from inadequate preparation and supervision, and low work satisfaction for those who work most closely with the patients. As an important step toward remedying this situation, Institute professionals in nursing and social work are initiating a system of in-service training for nursing home staff. In cooperation with the Michigan Department of Public Health, nursing home administrators, and in-service directors, they will apply knowledge from extensive Institute research in milieu therapy and institutionalization as they design, demonstrate, and evaluate training in twenty Michigan nursing homes over a two-year period. At the same time, they will facilitate organization of a statewide system to give permanence to this upgrading of nursing home life. Other states have already indicated interest, and the training system developed for Michigan will be available for replication.

In contrast to the limited nursing home setting, the larger world in which the majority of the elderly live poses a wide range of problems related to mobility. Environmental research initiated by Professor Pastalan has helped to alleviate many of these problems. One innovative way in which it has been applied is the production of a multimedia module for **training drivers of public buses.** Prepared for the Southeastern Michigan Transportation Authority in 1978, the training package enables drivers both to better understand the mobility problems of their older passengers and to deal with their own attitudes toward aging and the aged.

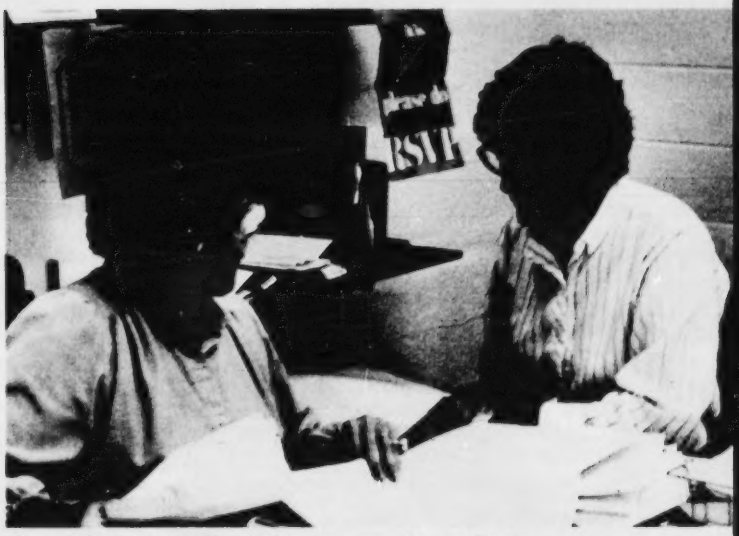
Achieving this same kind of understanding is often important for the families of older persons. In another project, caseworkers in six sites of the Child and Family Service of Michigan are being trained to conduct **educational support group** sessions to fulfill this need. The program model, which is being

adapted and evaluated over a two and one-half year project period, is aimed at helping adults to be supportive of their aging relatives and to assist them in utilizing community resources. By making the model available for replication in other states, Professor Carl Brahce and his staff believe that the project can help many elderly persons to remain in their communities at the highest possible level of independence.

In another approach to providing a more satisfying life in the retirement years, the Institute has supported the development of educational programs for adults in a variety of settings. A notable example is the development of **postretirement education models** with a consortium of Michigan community colleges in 1974-1976. Drawing upon resources of the participating institutions and their communities, a series of pilot and model education programs were implemented and evaluated under the leadership of Dr. Brahce. The endeavor yielded knowledge about the adaptation of the instructional process to the learning needs of older students, and tested a variety of content areas for their usefulness and appeal to specific groups of older persons, including the poor, women, and ethnic groups.

Faculty and staff work with agencies at the federal as well as state and regional levels to advance knowledge and improve services. The five health science schools and the Institute of Gerontology are presently cooperating with the Veterans Administration in planning for a Geriatric Research Education and Clinical Center.

Activities aimed at applying research findings and institutional expertise in service settings thus involve a wide variety of linkages and cover a broad range of concerns. It remains to be seen which of the endeavors begun in the past five years will have the far-reaching impact of training programs that have grown out of Institute research among the institutionalized elderly. For example, in 1978-1980, at the request of institutions and governmental agencies, Professor Dorothy Coons and members of a staff team have traveled to



Knowledge generated by University research is applied as Institute staff consult with agencies at the community, state, and federal levels.

Productive work roles are encouraged in training programs, based on studies of factors affecting the well-being of the aged.

twenty-three states and Ontario, Quebec, Nova Scotia, New Brunswick, and Puerto Rico to teach the principles of milieu therapy. More than 4300 care providers, many of them staff from mental hospitals, have attended workshops to learn techniques for creating therapeutic environments for older persons. Similar workshops are conducted regularly on the Michigan campus, and attract participants from an even wider area. Films prepared in cooperation with Michigan Media, training packages, and print materials have facilitated further dissemination of milieu research findings to institutions and agencies.

Not all public services of the Institute are to agencies and institutions. Among recent research studies aimed at developing knowledge useful to individual professionals are the study of **home remedies** used by the black elderly and an investigation into the **misinterpretation of prescription instructions.** Information from both projects will enable physicians and pharmacists to better serve older persons. The latter study, funded by the Andrus Foundation and conducted by Professors Frank Ascione and Leslie Shimp of the College of Pharmacy faculty, is scheduled for completion in 1981. After interviewing patients and physicians to assess the extent and causes of patient misunderstandings, the investigators will develop a model to help professionals in providing effective instructions to their older patients.

Certain of the publications and media materials prepared by the Institute are also geared to distinct professional groups, although most are intended for use across a broader spectrum of human services occupations. Among those recently issued are media materials for attorneys and paraprofessionals in law, and a publication for professionals in the area of substance abuse and others who deal with problem drinking among the elderly. Prepared by Professor Edith Lisansky Gomberg of the Institute and the School of Social Work, this latter publication is the first in a series on the **use and misuse of drugs** by older persons. Dr. Gomberg and other staff members are also developing intervention strategies for agencies and professionals.

Still another way in which gerontology research finds practical application is through testimony in court cases and at official hearings on national legislation and regulations. Court testimony frequently involves such issues as involuntary transfer of nursing home patients and the right to treatment. At federal hearings, Professor Johnson and other Institute representatives are called upon for interpretation of issues related to Social Security changes, age discrimination legislation, and other major policy issues.

Public education is another service function of the Institute. For the past seven years a weekly radio broadcast, produced by Carol Hollenshead in cooperation with University of Michigan stations WUOM and WVGR, has informed listeners about aging related issues and research findings, as well as the achievements of individual older people. The program is made available to additional stations in Michigan and other states. The Institute's traveling exhibit, "Images of Old Age in America," has provided a new perspective for hundreds of thousands of persons across the country since 1977. Cooperation between the Institute and Michigan Media led in 1979 and 1980 to the production of three television series on aging. One of these, on mid-life reassessment and redirection, was released in the summer of 1980 for nationwide viewing, and the others are now being completed. Audiences across the country also learned about Institute research when a mini-feature prepared by The University of Michigan Information Services was shown by ABC and NBC in 1978 and 1979.

The general public also benefits from authoritative information about aging as the result of consultation provided to the mass media on request. Institute staff are frequently called upon by national magazines, the television networks, newspapers, and radio stations. In 1978, to enable professional journalists to do a better job with news and features about older people, the Department of Journalism and the Institute published a manual on writing for the elderly.

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August, 1980

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The symbol of the Institute of Gerontology is a stylized form of a Chinese character of great antiquity meaning longevity.